

**San José State University**  
**Connie L. Lurie College of Education**  
**Communicative Disorders & Sciences**  
**AAC Advanced Clinical Practicum, EDSP 277.4, Summer, 2016**

**Course and Contact Information**

<b>Instructor:</b>	Dana Albrecht, M.S. CCC-SLP, Lic. # SP15865, ASHA #12073908
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<b>Office Hours:</b>	By appointment
<b>Class Days/Time:</b>	Mondays 8:30am -12:00pm: June 6, and 13 Tues, Wed, Thus, Fridays 8:30am-2:45pm: June 7, 8, 9, 10, 14, 15, 16, 17 Bridge Camp: 9am-6pm: June 18 to 24
<b>Classroom:</b>	Sweeny Hall 332
<b>Prerequisites:</b>	Acceptance into the Project AACES – Augmentative and Alternative Communication in Educational Settings Grant.

**Course Format:** Seminar and Clinical Practicum

**Project Description**

The purpose of **Project AACES – Augmentative and Alternative Communication in Educational Settings** is to prepare high quality personnel to serve children with severe communication disorders who use AAC and their families. The project is to improve the quality and increase the number of credentialed and certified personnel to deliver speech-language services to children (birth through high school) with severe communication disorders in urban multicultural school districts.

**Course Goals**

This course is designed to provided AACES scholars with the theoretical knowledge of assessment, interventions, and instructional strategies for children, adolescence and adults with severe speech disorders and complex communication needs (CCN). It will also provide clinical experience under the supervision of ASHA certified clinicians with in depth knowledge of Augmentative and Alternative Communication at a summer camp setting for those with CCN.

## Course Learning Outcomes (CLO)

Upon successful completion of the course, students will develop skills required to apply for ASHA certification as defined in the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. ASHA standards which are met by the CLO are referred to below. The [ASHA Certification Standards](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) can be found at: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Upon successful completion of the course, student will:

1. CLO: Demonstrate course Seminar content:
  - a. Define and describe AAC and people with Complex Communication Needs (CCN) whom may benefit from the use of AAC due to various speech and language disorders. (Standard IV-C)
  - b. Define, describe, compare and contrast AAC systems and strategies (Standard IV-D).
  - c. Compare and contrast access methods with the ability to match features to various client need profiles (Standard IV-D).
  - d. Compare and contrast representation and language organization systems with the ability to match features to various client need profiles (Standard IV-D).
  - e. Demonstrate understanding of feature matching system features and AAC strategies to client needs with consideration for age, culture, communicative needs, culture, linguistic levels, and motor abilities (Standard IV-D).
  - f. Gain understanding of the funding process including report writing, funding source requirements, and dedicated versus non-dedicated device requirements (Standard IV-D).
  - g. Understand the ASHA AAC Knowledge and Skills Document, ASHA Code of Ethics and its application to AAC, and the National Joint Committee's Communication Bill of Rights (Standard IV-E).
  - h. Apply knowledge and skills learned to the development of treatment plans for people with complex communication needs with evidence-based practice (Standard IV-D, Standard IV-F).
2. CLO: Demonstrate general Clinical Competencies under the supervision and guidance of an ASHA certified clinician:
  - a. Maintain professionalism in spoken and written communications, collaboration, counseling, conduct, appearance, and demeanor (KACCD Clinic Handbook, 2014 ASHA Standard for Certification V-B) and adhere to the ASHA Code of Ethics as observed by supervisor (Standard IV-E).
  - b. Utilize appropriate prevention and intervention strategies to manage behaviors and sustain clients' motivation, compliance, and participation as observed by supervisor.
  - c. Select or develop and utilize activities, intervention materials, and instruments which are appropriate for age and ability and motivating as observed by supervisor. (ASHA Standard V-B)
  - d. Identify and implement appropriate evidence-based strategies and methodologies to target goals and objectives as observed by supervisor and documented (ASHA Standards IV-F, V-B)
  - e. Based on client performance, modify plans, strategies, materials, and/or instrumentation as necessary to meet the needs of the client(s).(ASHA Standard V-B)
  - f. Acknowledge, adapt, and understand the needs of diverse populations in relation to culture, background, ethnicity, sexual orientation, religion, social class, ability, political belief, and disabilities as observed by supervisor. (ASHA Standard V-F)
3. Demonstrate developing Clinical Competencies related to AAC under the supervision and guidance of an ASHA certified clinician with AAC knowledge:
  - a. Assess current communication needs and limitations for participation in activities of daily living (Standard V-B.1, Standard V-B.2).
  - b. Determine appropriate objectives in each of the AAC competency domains: operational, strategic, linguistic, and social-functional (Standard V-B.2).

- c. Demonstrate competency in operation and programming the AAC system(s) and accessories (switches, mounts, etc.) used by the person with complex communication needs (CCN) including use of aided language stimulation (Standard V-B.2).
- d. Demonstrate the ability to accurately *observe* and *respond appropriately* to communicative behaviors which are aided or unaided, obvious or subtle (Standard V-B.2).
- e. Demonstrate ability to make adjustments to access methods and feedback as needed Standard V-B.2).
- f. Demonstrate ability to adjust to client's dynamic sensory, motor, and attention needs (Standard V-B.2).

## Required Texts/Readings

### Textbook

Beukelman, D. & Mirinda, P. (2012). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs* (4th Ed.). Baltimore, MD: Paul H. Brookes Co

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. **Personal Communication Passport** (CLO 1.a, 2.c, 3.a). **10 points.**  
Create a Personal Communication Passport (PCP) for yourself, a friend, or an imagined client. Refer to <http://www.communicationpassports.org.uk/Home/> for further details. It is not necessary to laminate or purchase materials to make the PCP. Providing a “template” or “draft” form in hard copy (i.e. printed on paper) is sufficient.
2. **Activity Specific Communication Board** (CLO 1.d, 1.e, 3.a, 3.b). **10 points**  
Design a communication board for a person with CCN to participate in specific activity of your choice. It must follow the Fitzgerald key, utilize 20-60 core and fringe vocabulary words (not phrases) and include icons/symbols. Provide a brief description of how this board would fit into a complete communication system of various boards/pages (e.g. what would be consistent between boards? If part of a dynamic system, what is it linked to? Is the entire system activity-based?)
3. **System Competencies: Aided Language Stimulation, Programming & System Feature Manipulation** (CLO 3.c). **10 points**  
Various speech generating device manufacturer representative will attend Seminar to demonstrate their products and provide you with hands on experience to learn their systems. You will be required to demonstrate how to produce specific messages, program/modify a key, and to change some of the feature settings (voice, access method, user area, etc.).
4. **15 quizzes** (CLO 1) **3 points each = 45 points**  
Quizzes on each chapter of the Beukelman and Miranda book will be posted on Canvas. You may use your text and/or lecture materials to complete the quizzes.
5. **Culminating Clinical Experience** (CLO 2, 3) **25 points**

Students will participate as clinicians or “trainers” at the Building Bridges Camp for children with physical impairments and complex communication needs. They will be supervised by an ASHA certified clinicians with in depth AAC knowledge. Student Clinicians are required to have their supervised clinical hours signed by an ASHA certified speech pathologist at the camp.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Grading Policy

Course Requirement Points		Due at start of class
Personal Communication Passport	10 points	6/13/16
Communication Board	10 points	6/17/16
System Competencies	10 points	see calendar
Quizzes	45 points	6/25/16
Culminating Clinical Experience	25 points	6/24/16

## Grades Assigned

A+ = 96.5 to 100	A = 92.5 to 96.4	A- = 89.5 to 92.4
B+ = 86.5 to 89.4	B = 82.5 to 86.4	B- = 79.5 to 82.4
C+ = 76.5 to 79.4	C = 72.5 to 76.4	C- = 69.5 to 72.4
D+ = 66.5 to 69.4	D = 62.5 to 66.4	D- = 59.5 to 62.4
F = ≤ 59.4		

## Classroom Protocol

### Participation and Attendance

Participating in classroom discussions and group activities will benefit you and is highly encouraged. Collaborative group assignments include points for group participation. Per [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” Participation in the full duration of Bridge Camp is mandatory. Missed camp days will result in reduced points for the culminating experience. Please notify your instructor via email for planned absences in advance and unplanned absences as early as possible.

### Arrival Times and Breaks

Please arrive on time. If you must be late due to “life’s happenings,” please come in quietly and you may discuss your reasons at a break or after class if you feel the need. If you need to take a break during the class, excuse yourself and return with as little disruption as possible. The Bridge Camp is a professional experience and should be treated as such. Late arrivals and early departures will not be tolerated.

### Cell Phones Electronic Communications

We live in an age where just about everyone is connected at all times. It is understood that electronic communications are a part of our security and safety, including campus alerts; therefore, having cell phones on for emergency and safety related issues is allowed. Please silence your cell phone and message alerts on electronic devices. Please refrain from checking it frequently or using it for non-emergency purposes during

class. Please also refrain from checking Facebook and other social media sites in class. If you are noted doing so, you may be asked to leave class as it is assumed your attention is elsewhere. Your participation and attendance benefits you. Please also respect your peers by ensuring your electronic devices are not distracting.

## **Clinic Expectations**

Please refer to the KACCD Clinic Handbook and adhere to policies and procedures described while engaged in the clinical practicum component of this course. You are expected to remain professional, respect client confidentiality and HIPAA requirements, and the ASHA code of Ethics at all times. If you have questions about any procedures or policies, do not hesitate to ask your instructor or supervisor.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - Due to the structure of this course, students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become

better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



### SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

## Course Schedule

		8:30am - 12:00pm	12:45pm- 2:45pm
M	6/6/2016	<b>Intro: AT and AAC; Means, Functions, Competencies (chp 1); Roles and Responsibilities; Personal Communication Passport introduction</b>	no class
T	6/7/2016	<b>Message Management (chp 2); Symbols (chp 3)</b>	<b>Alternative Access (chp 4)</b>
W	6/8/2016	<b>Alternative Access Part 2 (chp 4); Funding</b>	<b>Assessment part 1</b>
Th	6/9/2016	<b>Assessment part 2</b>	<b>Assessment part 3</b>
F	6/10/2016	<b>Assessment part 4</b>	<b>Assessment part 5</b>
M	6/13/2016	<b>Intervention (chp 8); Developmental Disabilities (Chp 9);</b>	no class
T	6/14/2016	<b>Beginning Communicators (Chp 10 &amp; 11)</b>	<b>Language Learning (chp 12)</b>
W	6/15/2016	<b>Saltillo 10:30-12:30</b>	<b>Literacy (chp 13)</b>
Th	6/16/2016	<b>Educational inclusion (chp 14)</b>	<b>PRC--Joan 11:45-2:45</b>
F	6/17/2016	<b>Acquired Disabilities (chp 15)</b>	<b>Dynavox 1:00-2:30</b>
	6/18-24/2016	<b>Bridge Camp 9:00AM-6:00PM</b>	